

Special Issue

Innovations in Mathematics Education: Evaluation, Research and Practice

Message from the Guest Editors

Professional practice in mathematics education demands explicit attention to equity (National Council of Teachers of Mathematics (NCTM), 2018). In classroom practice, the focus is on developing robust mathematics lessons that open the conceptual space for all students (e.g., increased student communication, multiple representations, climate of respect; Sawada et al., 2002) and providing instructional supports to ensure the success of all students (e.g., additional time; NCTM, 2018). Equitable, meaningful assessment is an indispensable component of classroom practice. Teachers regularly carry out research in their classrooms (Anderson and Shattuck, 2012) and seek out research that is directly applicable to the classroom (Drill et al., 2012). Methods such as design-based research are especially useful to support partnerships between researchers and practitioners with a goal of generating outcomes that are both practical and contribute to theory (Anderson and Shattuck, 2012). This Special Issue provides the opportunity to present original research and evaluation of mathematics education innovation. Research-to-practice articles are also highly valued...

Guest Editors

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Deadline for manuscript submissions

closed (1 March 2025)



Education Sciences

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Impact Factor 2.6
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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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